

## Marshall, Dwayne A

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**From:** Denise Wappes <dwappes@elkhart.k12.in.us>  
**Sent:** Monday, June 25, 2018 1:44 PM  
**To:** DOE 1003g  
**Subject:** Outcome Artifact for Roosevelt STEAM Academy  
**Attachments:** Roosevelt AdvancED-Style Visit Feedback - March 29, 2018.pdf

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Dwayne and others,

In January of 2018, the principal was replaced at Roosevelt STEAM Academy. Dee Wappes took leadership of Roosevelt at that time. Due to a 65% turnover in staff and additional leadership responsibilities Roosevelt STEAM Academy was unable to complete a blog as described in the original grant application. The following is a snapshot of the beginning of our journey through two district led AdvancED school visits.

The Fall data under previous leadership was not shared with staff. Data from both visits will be shared with the staff prior to the 2018-19 school year. Staff will be given the opportunity to determine strong tier 1 instructional practices based on our strengths and areas for improvement from the elect tool (attached). A focus will be developed from two areas of improvement at which time the Roosevelt staff will begin strengthening tier 1 instructional practices and documenting their journey through a blog.

Thank you,  
Dee Wappes, Leadership Team and Roosevelt STEAM Academy Staff

# Elkhart Community Schools

## AdvancED-Style Visit Feedback Report

The District Administrative teams hope the information in this form is useful for building administrators, school leadership teams, instructors, and staff. Use this feedback to reflect on practices, drive PLC discussions, and enhance school improvement initiatives. This feedback includes identified powerful practices and suggested improvement priorities identified by the visiting team through demographic, student achievement/growth, perspective, and process data; 2) the eleot observation protocol; 3) school improvement plans; and 4) the AdvancED School Quality Factors (SQF).

**SCHOOL:** Roosevelt Elementary

**DATE OF VISIT:** March 29, 2018

**VISITING TEAM MEMBERS:** Dr. Brad Sheppard, Leader; Victoria Toney; Wes Molyneaux; Maggie Lozano; Beth Williams..

### I. Data Sources Used in the Making of This Report:

Demographic	Student Achievement/Growth		Perspective	Process
	Elementary	Secondary		
<input type="checkbox"/> Attendance <input type="checkbox"/> Discipline <input type="checkbox"/> Mobility <input type="checkbox"/> Other: _____	<input type="checkbox"/> NWEA <input type="checkbox"/> I-STEP+ <input type="checkbox"/> ACCESS <input type="checkbox"/> I-READ 3 <input type="checkbox"/> Other: _____	<input type="checkbox"/> NWEA <input type="checkbox"/> I-STEP+ <input type="checkbox"/> ECA <input type="checkbox"/> ACCESS <input type="checkbox"/> Other: _____	<input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Other: _____	<input type="checkbox"/> SIP Presentations <input checked="" type="checkbox"/> AdvancED-Style Visits <input checked="" type="checkbox"/> eleot <input type="checkbox"/> PLC Feedback <input type="checkbox"/> SIP <input type="checkbox"/> Building PD <input type="checkbox"/> Walkthroughs/Observations <input type="checkbox"/> Other: _____

### II. Effective Learning Environments Observation Tool (eleot): Implementation Level Average by Indicator

Student-Focused Observations	Level
<b>Total Number of eleot Observations</b>	<b>24</b>
<b>Overall Average Score</b>	<b>2.12</b>
<b>A. Equitable Learning Environment:</b>	<b>2.35</b>
1. Learners engage in differentiated learning opportunities and/or activities that meet their needs.	1.71
2. Learners have equal access to classroom discussions, activities, resources, technology, and support.	2.79
3. Learners are treated in a fair, clear and consistent manner.	304
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics and dispositions.	1.88
<b>Student-Focused Observation Comments:</b> <ul style="list-style-type: none"> <li>• A.1 Students playing word game with a partner. No differentiation observed.</li> <li>• A.1 All students working on worksheet (math problems)</li> <li>• A.1 Simon Says was the only activity after announcements, before headed to an assembly</li> <li>• A.1 Students all working on same assignment. No differentiation evident.</li> <li>• A.1 Observed students playing a variety of instruments</li> </ul>	

- A.1 groups. students worked individually in different kinds groups.
- A.1 Differentiated activities were assigned to students, based on their learning needs.
- A.1 Observed some students completing daily math via worksheets and others on their tablets. The level of difficulty in math being worked was varied.
- A.1 There were no visible signs of differentiated instruction.
- A.1 Learners were reading a preferred book silently-DEAR time. They were then expected to write a summary. Teacher reminded students to write complete sentences. Teacher worked 1:1 with a struggling learner. Then students worked in a collaborative reading group. Lastly, they worked on a choice board project. A student with artistic ability created a poster board where she sketched the main characters and described character traits
- A.1 Students talked throughout direct instruction. One student was sitting behind the kidney table not engaged. Another student layed on the floor playing with toys
- A.1 IXL math was used to help student engage in differentiated practice. Teacher did not move around to see if any needed help but she did have the realtime center displayed so she could see the progress of all the students.
- A.1 There were no signs of differentiation.
- A.1 Did not observe. Observed students working on the same worksheet packets (math (Engage NY) and language arts)
- A.1 Students practiced word memorization with a peer partner. Verbally explains how dialogue works. Models expressive dialogue. Pair practice reading fluency and word attack skills. Choral reading.
- A.1 Teacher reading aloud from chapter book with higher level questioning. Differentiation not observed.
- A.2 Some students did not have the resources that other students did (worksheets). All had the opportunity to engage in the discussion.
- A.2 Observed 2 students not engaged in playing their instruments, instruments were not taken out of their case
- A.2 Most students were using their chromebooks for the activity. One student sat in the back of the room doing nothing
- A.2 Instruction on white board, very messy handwriting, no student dialogue. Students talked to each other while ignoring instruction. After whole group, teacher gave students free time, reinforcing off task behavior. Student behind kidney table was handed a worksheet.
- A.3 Observed students spoken to in a harsh manner
- A.4 a couple students speaking in a negative manner regarding one another's background, nationality
- A.4 pair share, pair practice, pair reading
- A.4 great moment where teacher used a teachable moment to talk about feelings!
- A.4 ready relevant articles about real world situations and writing paragraphs about them.

<b>B. High Expectations Environment:</b>	<b>1.92</b>
1. Learners strive to meet the high expectations established by themselves and/or the teacher.	1.79
2. Learners engage in activities and learning that are challenging but attainable.	2.42
3. Learners demonstrate and/or are able to describe high quality work.	1.71
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g. analyzing, applying, evaluating, synthesizing).	1.88
5. Learners take responsibility for and are self-directed in their learning..	1.79

**Student-Focused Observation Comments:**

- B.1 High expectations not observed.
- B.1 teacher sets high expectations at the start of class for the day. Students practice IXL and did so very nicely. Student got to pick what they wanted to work on so I am not sure how they are being pushed to pick the correct level of problems
- B.1 Students playing game.
- B.1 Did not have opportunity to make inquire of student
- B.1 The morning work was DOL. One student was copying a paragraph related to disruptive behavior. Another student sat at the kidney table and worked on an electronic word search of weekly spelling words.
- B.2 Students playing word game collaboratively
- B.2 85 percent of the students were calling out answers. All but one student seemed to be really engaged in the lesson.
- B.2 students working on worksheets - when asked students if they found the work easy or hard, most students responded "easy"
- B.3 Students unable to describe high quality work.
- B.3 Did not observe
- B.3 Observed students practicing same piece of music until it became more fluid
- B.3 Daily Oral Language, Coca Cola was invented today. Students were challenged to write a paragraph on what kind of soda they would invent. Students then threw crumbled post-it notes with a fellow student's name on it. They would then

<p>greet the student whose name was on the post-it. Teacher then read the definition of patience , she would pause and let the students shout out the next word.</p> <ul style="list-style-type: none"> <li>• B.3 When asked, students unable to describe high quality work.</li> <li>• B.4 Student work was at basic level.</li> <li>• B.4 Students not engaging in lesson activity</li> <li>• B.4 DMR</li> <li>• B.4 Rigorous learning activities not observed.</li> <li>• B.4 The worksheet that the students were working on appeared to be challenging for about half of the students.</li> <li>• B.5 Pretty much teacher directed.</li> <li>• B.5 Observed a student volunteering to do a solo to demonstrate to class a piece of music</li> <li>• B.5 Did not observe</li> <li>• B.5 Students wasting time and not engaged in morning assignment.</li> <li>• B.5 Most of the students were self-directed. There were a couple of them that were not.</li> <li>• B.5 Students work independently while completing worksheets. Once the worksheet is completed they are instructed to go on to the next one.</li> <li>• B.5 All students were on task. Examples of collaborative questions amongst peers: Let's go over it? What should we do next? Carlos are you done? Let's reread so we can cite the textual evidence.</li> </ul>	
<b>C. Supportive Learning Environment:</b>	2.70
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	2.58
2. Learners take risks in learning (without fear of negative feedback).	2.54
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks.	2.67
4. Learners demonstrate a congenial and supportive relationship with their teacher.	3.00
<p><b>Student-Focused Observation Comments:</b></p> <ul style="list-style-type: none"> <li>• C.1 Observed a few students working together to complete the math worksheet</li> <li>• C.1 More engagement and purposefulness would better help a supportive learning environment</li> <li>• C.2 Most students were willing to take risks in their learning by articulating their own conclusions to the problems presented.</li> <li>• C.2 During the gym break students were having a lot of fun and taking risks to win the game they were playing.</li> <li>• C.2 Observed students willing and eager to volunteer answers when working on math problems</li> <li>• C.3 Students were supported by teacher. Students assisted other students in small reading groups. Students read a one page nonfiction narrative, discuss the narrative as a group and then answer questions. Example: Why are mistakes good regarding pennies. State your claim and cite textual evidence.</li> <li>• C.3 Teacher appeared to be able to operate with "eyes in the back of her head" as she was able to see the immediate needs of students as they were in their differentiated groups.</li> <li>• C.4 Students were respectful towards their teacher</li> <li>• C.4 Supportive relationships not evident.</li> </ul>	
<b>D. Active Learning Environment:</b>	1.96
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate.	2.08
2. Learners make connections from content to real-life experiences..	1.38
3. Learners are actively engaged in the learning activities.	2.62
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and /or assignments.	1.75
<p><b>Student-Focused Observation Comments:</b></p> <ul style="list-style-type: none"> <li>• D.1 Teacher directed.</li> <li>• D.1 Independent work for the most part.</li> <li>• D.1 Mostly independent quiet work was the stated expectation.</li> <li>• D.1 Three students just filled in answers on a less than , equal to, and more than with no thought.</li> <li>• D.1 Observed a great amount of classroom conversations around other topics not related to the worksheets being completed.</li> </ul>	

- D.2 Discussion of dialogue in real life.
- D.2 Math was not connected to real-life experiences
- D.2 Observed students making connections to techniques of real life to music. i.e. being able to breath, take long breaths, swimming, diving, etc. , math to count the notes.
- D.3 Most students were actively engaged in the activities. A couple of students were not participated like the rest of the class
- D.3 7 of 16 students engaged in the learning activity.
- D.3 Some were actively engaged. Others were off task.
- D.3 out of the entire class, observed 2 students disengaged in lesson. Both students sitting at their desks while the remainder of the class was sitting in a circle.
- D.3 All students were actively engaged in the learning activities.
- D.3 A student was copying a paragraph that said his behavior was a disruption to learning. The paragraph was pre written. When other students were asked what they were doing, they responded, "Morning work."
- D.3 Many students not following directions and acting out.
- D.3 Observed a couple of students engaged and self directed inn the morning work assigned
- D.3 5 of 22 students not engaged in lesson
- D.4 Teacher directed with students working on their own.
- D.4 There were some examples of students collaborating with each other. It would be good to structure more of these types of learning activities.
- D.4 Mostly individualized work.
- D.4 There were some signs of student collaboration. Most worked independently, however.
- D.4 Did not observe
- D.4 orchestra, although individualized instruments, is very collaborative. All students were playing what they needed to!

<b>E. Progress Monitoring and Feedback Environment:</b>	1.88
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored.	1.62
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	2.50
3. Learners demonstrate and/or verbalize understanding of the lesson/content.	2.00
4. Learners understand and/or are able to explain how their work is assessed.	1.38
<b>Student-Focused Observation Comments:</b> <ul style="list-style-type: none"> <li>• E.1 No evidence of students monitoring their own progress</li> <li>• E.1 Did not observe</li> <li>• E.1 Student data posted on chart. Last data point was October.</li> <li>• E.1 IXL allows them to monitor their own learning.</li> <li>• E.1 No evidence of students monitoring their own learning.</li> <li>• E.2 Would you like to try again. Let's talk about this further.</li> <li>• E.2 opportunities for the teacher to move and help students. She had the data but didn't use it to help move students forward.</li> <li>• E.2 students use peer review of their work to help improve their writing.</li> <li>• E.3 Student was able to tell teacher what words needed to be memorized for tomorrow.</li> <li>• E.3 Lesson appeared to be rushed in preparation for transition</li> <li>• E.3 Some students had the opportunity to demonstrate their understanding</li> <li>• E.3 As students individually would answer the teacher answers it would be good to structure opportunities for all students to answer all questions during the discussion phase of the lesson.</li> <li>• E.4 Some students were able to explain this piece.</li> <li>• E.4 Students could not explain how their work is assessed.</li> <li>• E.4 Did not observe</li> <li>• E.4 More time could be spent on explaining the "why."</li> <li>• E.4 Did not have opportunity to assess</li> <li>• E.4 Students were unable to explain how their work is assessed</li> </ul>	
<b>F. Well-Managed Learning Environment:</b>	2.68
1. Learners speak and interact respectfully with teacher(s) and each other.	3.00

2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	2.67
3. Learners transition smoothly and efficiently from one activity to another.	2.50
4. Learners use class time purposefully with minimal wasted time or disruptions.	2.54
<b>Student-Focused Observation Comments:</b> <ul style="list-style-type: none"> <li>F.1 Directives given verbally across the room.</li> <li>F.1 great circle time. Students engaged in conversation.</li> <li>F.1 It's a good idea to raise your hand. Students ignored teacher directives. Very loud chatter as she counted down to transition from free time back to math. When she reached one, no one followed her direction. She began to take IPADS from students and moving from child to child requesting each follow directions.</li> <li>F.2 No consistent behavior expectations or routines observed.</li> <li>F.2 students have jobs, move quickly as they move from circle time to math.</li> <li>F.2 Students ignored all redirects by teacher, 100%. Once she called out student names, students quieted. It took 10 minutes for calm down</li> <li>F.3 Students disregarded transition request. Students yelled out, chattered, doodled, twirled on the chair, playing with manipulatives like toys. Calm down lasted two minutes, then off task continued.</li> <li>F.3 under two minutes to go from circle time, cleaned up and then on their chromebooks for IXL time.</li> <li>F.3 Did not observe</li> <li>F.3 Students acting out and wasting time</li> <li>F.3 Observed transition from playing independently to playing in groups</li> <li>F.3 transitioned well from one piece of music to the next piece of music</li> <li>F.3 Success teacher did not show up so 4 students played a learning game.</li> <li>F.4 Teacher was talking over students chattering during whole group instruction</li> <li>F.4 Daily schedule for breakfast posted on the whiteboard 8:30-9:00.</li> </ul>	
<b>G. Digital Learning Environment:</b>	1.22
1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	1.50
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning..	1.17
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning.	1.00
<b>Student-Focused Observation Comments:</b> <ul style="list-style-type: none"> <li>G.1 Did not observe</li> <li>G.1 IXL time.</li> <li>G.1 Observed the use of music equipment, technology to help students stay on beat</li> <li>G.1 There were a couple of students who did math problems on the smartboard.</li> <li>G.1 Observed two students working on iPads to complete assigned work</li> <li>G.1 Observed a small group of students working on ipads while others were sitting in a circle</li> <li>G.1 One group of students were using devices in their differentiated groups</li> <li>G.2 Did not observe</li> <li>G.2 Observed two students working on iPads to complete assigned work</li> <li>G.2 Observed a few students working on ipads (math problems)</li> <li>G.3 Did not observe</li> </ul>	

### III. School Quality Factors

SQF	Strengths	Improvement Areas	Sources
<b>A. Clear Direction</b> The capacity to agree upon, define and clearly communicate to stakeholders the direction,	There appeared to be a more positive direction for the school as a whole	Increase the visibility of the tenets of PRIDE throughout the building.	Observation

mission and goals that the institution is committed to achieving.		<p>Make interactive connections to the real-world and PRIDE</p> <p>Build a better sense of value, teamwork and pride in being the Roosevelt Staff..</p>	
<b>B. Healthy Culture</b> The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.	<p>There appears to be a more clear understanding of an overall positive school culture.</p> <p>There were positive interactions between students and teachers.</p>	<p>There are still some classrooms where a healthy culture is still in the beginning stages of development or absent altogether.</p>	<p>Observation Eleot</p>
<b>C. High Expectations</b> An institution's stated commitment and demonstrated actions in support of high expectations for all stakeholders, including excellent student learning outcomes and success, high levels of teacher quality and support, leadership effectiveness, proactive community engagement, and valuable parent involvement.	<p>There were positive examples of high expectations from the adults in some of the classrooms.</p> <p>Students were engaged in the learning expectations and activities.</p>	<p>Examine structures for the start of the day. Breakfast lasted for half an hour and some classrooms had another 30 min. of little or no instruction as they waited for the assembly to begin.</p> <p>Provide students with more rigorous approaches to learning settings.</p>	<p>Observation Eleot</p>
<b>D. Impact of Instruction</b> The capacity of every teacher to purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.	<p>There were examples of opportunities and structures of peer to peer interaction and collaboration.</p>	<p>Use more evidence-based instructional strategies and interventions in classrooms rather than relying heavily on worksheets.</p> <p>Evidence of formative assessments was not seen.</p>	<p>Observation Eleot</p>
<b>E. Resource Management</b> The ability of a school to plan, secure and allocate its resources (human, material, and fiscal) to meet the needs of every learner.	<p>The ratio of students to electronic devices is 2:1, making it possible to integrate this valuable resource into instruction.</p>	<p>Create more experiences across the building where technology is integrated into instruction.</p> <p>Explore ways to capitalize on the resources from the SIG grant to enhance the instructional staff.</p>	<p>Observation Eleot</p>
<b>F. Efficacy of Engagement</b> The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.	<p>There were pockets of instruction where students were engaged in the learning activities.</p>	<p>There was evidence of little learning or lack of student engagement. Create more opportunities for all students to be engaged in higher level learning experiences.</p>	<p>Observation Eleot</p>
<b>G. Implementation Capacity</b> The ability of a school to execute, with consistency, actions designed to improve organizational and instructional effectiveness.	<p>In most instances, classroom management structures are in place that lay the foundation for instructional effectiveness.</p>	<p>The capacity to implement high-leverage instruction and interventions could be greatly enhanced with fewer interruptions and/or better staff attendance.</p>	<p>Eleot Observation Interview</p>

IV. Findings

Powerful Practices
<b>Commendations:</b> <ul style="list-style-type: none"><li>Teacher-student relationships in classrooms and hallways appear to be much improved than earlier in the year.</li><li>The building as a whole has improved in every domain of the SQF, indicating a positive direction for the school.</li></ul>
Improvement Priorities
<b>Highly Recommended:</b> <ul style="list-style-type: none"><li>Create structures for students to collaboratively work on higher level, rigorous activities and projects.</li><li>Implement PRIDE in all aspects of the school program in a collaborative manner.</li></ul> <b>Secondary Focus:</b> <ul style="list-style-type: none"><li>Develop a culture where staff feel like a part of a team, part of the Roosevelt family.</li></ul>

V. Next Steps (To be completed by School Leadership Team)

Please add comments, reflections, timelines, and other feedback relevant to powerful practices and improvement priorities listed above.